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This speech suggests the development and organization of a differential training program for professors of educational administration and educational administrators. Staffing patterns in a hypothetical university and the rationale of these patterns is discussed. The central theme may be found in the question, How should preparatory programs for prospective school superintendents and for professors who plan to specialize in educational research differ? This question is examined in relation to (1) recruitment and admission of students, (2) curriculum content, (3) working relationships with professors, (4) kinds of "reality oriented" learning situations provided, (5) internship experiences, and (6) culminating program activities such as theses or projects. It is hoped that such a program would not only benefit students, but also provide effective communication among specialists in may professional fields leading to increased competence of professionals in educational administration. (TT)

DIFFERENTIATED TRAINING FOR PROFESSORS AND EDUCATIONAL ADMINISTRATORS

Vice-Presidential Address
American Educational Research Association
1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DIFFERENTIATED TRAINING FOR PROFESSORS AND EDUCATIONAL ADMINISTRATORS

By Jack Culbertson

Today I want to talk with you about University X. University X, you will recognize, is in one sense a product of the imagination. In another sense, however, certain features of University X are now emerging in different institutions and are being fostered, in large part, by the increasing emphasis on research and development in education. I have chosen to use University X principally as a means for exposing some of my own values and ideas concerning differentiated preparation for researchers and administrators. Hopefully, placing these values and ideas within an operational context will facilitate clear communication and will stimulate specific examination of issues bearing upon differentiated preparation.

The Department of Educational Administration in University X

Before focusing upon differentiated preparation, it will first be necessary to describe certain aspects of University X and to set forth the rationale which undergirds the staffing patterns and the functions of its department of educational administration. A central assumption held is that the most basic function of the department of educational administration and its associated units is that of advancing effective knowledge utilization in educational administration. Five somewhat distinct but interrelated uses of knowledge are posited as guides for staff recruitment and staff performance: the use of knowledge by researchers to develop new knowledge; the use of knowledge by scholars to achieve new syntheses of knowledge; the use of knowledge by program designers to strengthen existing curricula and to design new curricula for preparing administrative personnel;

the use of knowledge by developers to invent solutions to critical problems confronting educational leaders; and the use of knowledge by practicing administrators to strengthen organizational decision making and policy development in educational institutions. University X is staffed to see that these various uses of knowledge are effectively achieved. The attainment of new knowledge, new syntheses of knowledge, new program designs, new developments, and better uses of knowledge in organizational decision making and policy development in educational institutions are all viewed by personnel in University X as significant and essential even though the resources allocated to achieve these specializations vary substantially.

Since the competencies required to ensure effective knowledge utilization differ in relation to the five specific uses just noted, University X utilizes a "team" concept in staffing its department of educational administration. The division of labor is such that some professors specialize more in knowledge advancement, others more in achieving new syntheses of knowledge, others more in program design, and still others more in helping prospective administrators learn to apply knowledge in real or in simulated situations. Almost all of the professors engage in teaching and other preparatory program activities, and a substantial proportion of the staff engage in development from time to time. Of particular concern in University X is the preparation of two kinds of specialists in knowledge utilization: researchers who will advance knowledge and administrators who will use knowledge to strengthen organizational decision making and policy development in school districts. It is with reference to these two types of knowledge users that University X's program is most distinctly differentiated.

In staffing to advance knowledge of educational administration, University X has decided to concentrate upon one area only, namely, the politics of education. Currently, five professors in the department of educational administration spend approximately one half of their time performing research on different facets of the politics of education. One professor has a special interest in the governmental structure of education; a second in the local politics of education; and a third in educational politics at the state and the national levels of government. A fourth professor has a special interest in inter-governmental problems affecting education as these are represented in state-local, state-federal, and federal-local relationships. The fifth professor concentrates on educational planning and its relationship to and effect upon political processes.

These professors engage in research to <u>understand</u> the politics of education rather than to change its dynamics, even though they believe their research and the research of others will be used by other specialists and will eventually change educational administration. They have established informal relationships with personnel in the department of political science in University X and communicate fairly frequently with them. There is also interchange between and among students in the political science department and resident students working with the five specialists in the politics of education.

Another group of twelve professors of educational administration in University X specialize in the use of knowledge to achieve new syntheses of knowledge. The motivation of this group is not to do basic research but to order and give better meaning to existing and emerging research findings and concepts. Meaning is sought through the attainment

of generalizations which have applicability to a range of processes and situations requiring knowledge utilization. Generalizations are ordered, as a rule, within one of three frameworks: a specific social science discipline, a multi-disciplinary theory or sets of theories, and a critical problem area of educational administration or leadership.

Four professors concentrate on synthesizing knowledge pertinent to educational administration within the context of the following disciplinary perspectives: economics of education; politics of education; the social psychology of small groups; and the sociology of administrative organizations. Four professors concentrate upon ordering and synthesizing knowledge within certain multi-disciplinary perspectives. One is concentrating upon synthesizing knowledge related to systems analysis and operations research; another to communication theory; a third to organizational morale and decision theory; and a fourth to concepts of planned change. Professors synthesizing research within both disciplinary and multi-disciplinary perspectives have established communication channels with a number of professors in other departments of University X.

Synthesis is also being advanced from the perspective of major problems confronting educational administrators. One professor is drawing upon concepts in labor economics, collective negotiations, law, the dynamics of inter-personal processes, and research in education and educational administration to achieve better syntheses of knowledge related to professional negotiations in education. Another is ordering research findings and concepts pertinent to education and race; a third, knowledge and concepts pertinent to the emergent and interlocking relationships among government,

business, and education; and a fourth on the financing of education. This group of professors relates closely to professors in the college of education teaching social, curriculur, psycological and philosophical foundations and to professors synthesizing knowledge within disciplinary and interdisciplinary frameworks. They also draw upon the knowledge of professors in other disciplines of University X.

Synthesis is being achieved in at least three different ways among the twelve professors specializing in ordering knowledge. Since all of them teach, they are continually organizing and summarizing emerging concepts and findings for presentations in the form of lectures to prospective and, at times, practicing administrators. Secondly, most professors are planning or preparing articles on specific aspects of multi-disciplinary theories, disciplines, or problem areas in educational administration for dissemination to a wider audience. Finally, almost half of the professors are now engaged in preparing major syntheses of knowledge in the form of textbooks and monographs for a wide audience of students and professors.

Professors at University X specializing in the achievement of new syntheses of knowledge must do scholarly work in a number of fields. The knowledge which they acquire and order is designed to be of general use in pre-service and in-service programs in University X. Therefore, these professors perform a major teaching function at University X in that they serve different groups of students preparing to become specialists in knowledge utilization in educational administration.

There is one other group of professors of educational administration at University X who specialize in still another type of knowledge utilization. They concentrate on helping prospective and practicing educational administrators practice

the application of knowledge in specific decision-making contexts. This group of ten professors collectively has had considerable administrative experience in a variety of posts. Sometimes referred to as "clinical professors," they have close relationships to those practicing educational administration and to those synthesizing knowledge in their own department. They concentrate on the study and analysis of administrative practices and are very knowledgeable about emerging developments in educational administration.

The role of these professors can be defined further by indicating some of the functions they perform. They have a major responsibility, in cooperation with those in the department specializing in the synthesis of knowledge, to provide practicing and prospective administrators opportunities to practice using knowledge to strengthen decision making through case studies, simulated situations, critical incidents, games, and other "reality oriented" instructional situations. A second responsibility is that of placing interns and of helping supervise their learning experiences, including the ways they use concepts, research findings, and information to strengthen their decision-making skills. A third function is that of planning continuing education programs for practicing educational administrators and of co-ordinating personnel resources in the conduct of these programs. Working with students and other professors in the preparation of cases, simulated situations, and other materials, which can help transport the "reality" of administration into the classroom for instructional purposes, is a fourth function. Still another is that of surveying emergent administrative practices, analyzing these practices, and helping assess their potential adaptability in the school

districts and other educational institutions to which they are most directly related.

Another, smaller unit in the department of educational administration in University X has the responsibility for using knowledge to strengthen existing training programs and to design new ones. This unit contains two professors who are assisted by two graduate students. These professors work closely with a committee made up of representative researchers, synthesizers, and clinical professors in University X. Members of the committee have released time to undertake special program design assignments from time to time. This unit has the responsibility for evaluating current programs, for assessing and projecting new and emergent training needs, and for developing new or adapting existing programs to meet new training needs. In arriving at judgments about needed new programs, recommendations are developed concerning existing programs or courses that are outdated or are no longer relevant. Personnel in this unit relate to colleagues concerned with measurement and evaluation and to professors in the university who are projecting societal trends and needs which have implications for educational administration.

No special arrangements exist at University X for assigning professors clearly defined responsibilities for development on a continuous bases. However, each year a team of professors representing various knowledge specializations at University X undertakes a development project designed (1) to achieve better solutions to a critical administrative or leadership problem, and (2) to provide learning opportunities for professors and students. A recent project, for example, concentrated on the development of strategies for improving education for disadvantaged negroes in a city school system.

The professor specializing in education and race chaired the development team which consisted of two clinical professors, the professor specializing in planned change, a professor of educational psychology, and the curriculum director, the research director, and a school principal in the large city involved. A sociologist and economist provided special consultant help at different stages of the development process. This project, which is described further below, lasted for approximately a year.

In summary, then, University X is staffed and organized for the basic purpose of insuring effective uses of knowledge in educational administration. Professors seek to see that knowledge is used effectively in relation to a number of applications including the following: the advancement of knowledge; the achievement of new syntheses of knowledge; the design and updating of preparatory programs; effective organizational decision making and policy development in educational institutions; and the development of solutions to critical educational leadership problems.

Differentiated Preparation for Superintendents and Research Professors in University X

Having described the staffing patterns in University X and the rationale underlying these patterns, the problem of differentiated preparation for professors and educational administrators can now be addressed more directly. However, since there are differing types of professors and administrators, as the previous discussion indicates, some clarification of terms is needed. "Professor," as used within the context of differentiated preparation,will refer to one group of professors only, more specifically, those who specialize in knowledge advancement vis-a-vis the politics of education. "Research

professor" will be used as a synonym for "professor" throughout the text. The term "educational administrator" will refer to the school superintendent. The discussion of differentiated preparation will be limited in this paper, then, to programs for two specific and distinct careers in the field of educational administration. The major question underlying the discussion will be the following: How should preparatory programs for prospective school superintendents and for professors who plan to specialize in studying the politics of education differ? This question will be examined in relation to such factors as the recruitment and admission of students, curriculum content, working relationships with professors, the kinds of "reality oriented" learning situations provided, internship experiences, and culminating program activities.

Recruitment and Selection

In recruiting candidates for entry into programs, the staff in University X assumes that the motivations of prospective research professors and superintendents differ substantially. The central motivation of the effective research professor stems from a curiosity to know and a desire to acquire and communicate general knowledge about aspects of the world in which administrators work. Leading administrators, on the other hand, are much more motivated to act. They want to influence action, to change policy, and to improve aspects of the setting in which they find themselves. They use knowledge developed by others as a means to achieve these ends.

A second assumption held by the staff at University X which affects recruitment is that a certain amount of seasoning or experience in school districts or other administrativ

organizations is desirable for prospective superintendents; this type of seasoning or experience is assumed to be less necessary for prospective researchers whose job it will be to examine and study phenomena from somewhat detached perspectives. In recruiting prospective superintendents into programs, then, the staff generally selects its candidates from among vice-principals, principals, or assistant superintendents in school districts or from among those who have displayed leadership abilities in other organizations. Prospective research professors, on the other hand, tend to be recruited from among very recent graduates of schools of education, from among those already enrolled at an upper division or graduate level in the school of education or from the department of political science in University X, and from schools of education or political science departments in other colleges or universities. Thus, the talent pools from which the two groups are recruited differ and prospective superintendents tend to be somewhat older than prospective research professors when admitted to programs.

Even though a high degree of intelligence and a liberally educated mind is sought in both types of candidates,the staff in University X assume that there are significant differences in the mental qualities of the two groups. The prospective research professor, who can pursue a given question for years, may find a capacity for delaying judgment relatively more functional than will the prospective superintendent who will need to possess certain qualities of decisiveness. The research professor is likely to profit more from a fresh and more youthful mental perspective than will leading superintendents who need some of the seasoning that comes from carrying substantial judgmental and

decision making responsibilities. Although the staff in University X has not been able to measure satisfactorily the values which shape the choices of professors and administrators, they attach some significance to the fact that studies now available indicate that administrators, who are judged "effective," score high on "religious" values and low on "theoretical" values in the Allport-Vernon-Lindsey Scale of Values while with creative thinkers and writers the scores are reversed.[1]

Curriculum Content

Since superintendents are to deal with many facets of the environment in which they work and researchers are to deal intensively with one aspect of the administrative setting, it is assumed that there should be greater breadth and less depth in curricula for administrators than for researchers. The implications of this assumption for achieving differentiated content can be dealt with more specifically by describing in general terms some of the program emphases for prospective research professors and school superintendents during their three-year period of doctoral study at University X.

During the first year of study there is considerable commonality in the programs for researchers and superintendents. Most of the work for both kinds of personnel is taken from those professors in the department of educational administration who specialize in the attainment of new syntheses of knowledge. Three-fifths of the work

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[1]See R. D. Boyce, "An Empirical Evaluation of Five Tests for Administrator Selection: The Composite Study" (Doctor's thesis, Stanford University, 1960). Also Donald W. MacKinnon, "The Identification and Development of Creative Personnel" (Personnel Administration, Washington, D.C.).

taken by Student A who prepared for a research professorship and Student B who prepared for a superintendency, for example, was common during their first year. The work included an introductory, team-taught core course, a practicum, and courses in sociology of organization, the politics of education, the economics of education, the social psychology of groups, systems analysis, and decision theory. Most of the remaining work of the prospective researcher was concentrated upon research design, statistics, and measurement while the prospective superintendent took work in collective negotiations, problems related to education and race, and school finance.

In the second year of preparation at University X,content in the program is substantially differentiated for prospective administrators and research professors. Student A, for example, who prepared for the professorship, began intensive specialization in political science and the politics of education in the second year. In the department of political science in University X he had work in state government, local government, American political thought, Constitutional law, and political participation, including interest group and voter behavior. In the department of educational administration he studied educational government, the politics of local education, the politics of state and national education, and inter-governmental problems and political processes affecting education. Student B, the prospective superintendent, had a different program during his second year. Approximately two-fifths of his program was taken in other departments of the university where he sought to broaden and update his understanding of changes and trends in society and the implications of these changes and trends for educational leadership. Seminars within his department placed emphasis on planned change in education and the role of research and development in the process of achieving change.

Another seminar used cases and concepts as the principal content and a practicum emphasized the functions of the superintendency. The practicum utilized simulated decision problems and critical incidents in a simulated district. The major purposes of the case seminar and the practicum were to facilitate clinical analysis and to provide opportunities to practice using knowledge in the making of decisions. Opportunities to examine and study "lighthouse" practices in educational administration as well as settings in which to survey and understand difficult residual educational and administrative problems in school districts are also provided.

Culminating Activities

Experiences in the third year for students preparing to be superintendents and research professors are also differentiated in order to equip personnel to use knowledge effectively in relation to the differing career purposes they will pursue. For Student A, the prospective research professor, the culminating activity was designed to enable him to gain specific skills and competencies to advance effectively knowledge about the politics of education. The major project was a dissertation designed to develop new knowledge of selected aspects of political decision making in education as well as to enable Student A to acquire needed research skills and concepts. A's study was part of a larger investigation in which professors and other graduate students were involved. During the conduct of his dissertation, Student A was serving a kind of research internship under the supervision of a skilled professor.

University X has decided that the dissertation, as experienced by Student A, is not the most effective mechanism for preparing superintendents to strengthen decision

making and policy development in school districts through more effective knowledge utilization. Therefore, they are experimenting with different options designed to prepare prospective superintendents to use knowledge more effectively as decision makers in administrative posts. The first option is that of a carefully supervised internship experience which is supplemented by independent reading and by periodic seminars. Thus, the reading program for Student B, the prospective superintendent, was developed cooperatively by the intern and committee of three professors in University X. The general purpose of the reading was to provide Student B an opportunity to extend his own education in relation to his career interests, his previous academic experiences, and the decision demands of the school district in which he was located. A more specific purpose was to provide Student B opportunities to practice using the knowledge he acquired in courses and independent study to strengthen administrative decision making in the district where he was located. Reading plans and progress were reviewed each month by Student A and his committee.

Toward the end of the internship Student B described in a paper the reading which he had completed during the last year of his study, the decisions and policy issues to which the knowledge acquired during his three years of study seemed most relevant and least relevant, and examples of the way decisions were shaped by the knowledge required. Periodic seminars held throughout the year enabled him and the other candidates preparing for the superintendency to examine issues and experiences related to knowledge utilization in decision making and to achieve the understandings and skills necessary to prepare the final report. Thus, while Student A produced new knowledge on the politics of education in his dissertation and acquired research skills pertinent to

his career, Student B produced descriptions and evaluative judgments about the application of certain examples or areas of knowledge to decision problems in educational administration. Products such as those achieved by Student A and Student B in their final year should be useful to other prospective professors and superintendents who are preparing to pursue differing careers.

Another option open to prospective superintendents in University X as a culminating activity is that of engaging in development work on a major administrative or leadership problem. In this option a team of graduate students and professors selects and defines a major problem, generates alternative solutions to it, and logically evaluates the various solutions with the aid of personnel in school districts. Several of student B's colleagues, for example, engaged in the development project on race and education noted previously. Initially, a number of ways of stating the problem were devised. One of the definitions was based upon an economic perspective and certain assumptions about poverty; another on a sociological perspective and certain assumptions about ghetto neighborhoods and family life in disadvantaged homes; a third on the perspective of segregated education and assumptions about its deleterious effects; and a fourth on effective instruction and certain assumptions about compensatory education. After the various problems were stated, specific data from an actual school system were gathered to test out the problem statements and, when indicated, to alter or refine them. After necessary refinements were made, alternative solutions were projected in relation to the various problems and perspectives. The team then had an opportunity to examine the various alternatives and their underlying perspectives and to explore the potential application of the

alternatives with personnel in the school district in question. The final part of the year was spent in helping personnel make plans to implement and test one of the solutions developed.

A third option open to prospective school superintendents is that of working in teams to study systems analysis and operations research techniques and their application to decision problems in school districts. For example, one group of students preparing for the superintendency at University X, with the assistance of the professor specializing in the synthesis of knowledge of systems analysis and operations research, participated in a year-long seminar during their third year of preparation which explored the area of systems analysis and operations research in some depth. In addition to studying the concepts and identifying those which seemed most relevant to decision-making in educational administration, the team engaged in field work in which they applied selected techniques to actual decision problems in school districts. Cafeteria planning and management in a medium-sized city school district was one area of application, for example. In a project in this area the team first selected and quantified several variables related to menu planning. These included basic nutrient values, student preferences for different types of foods, and costs of food. With the aid of the computer and certain programming techniques the team achieved optimal solutions to the problem of menu planning in the district.

Each student preparing for the superintendency completed a paper during the year in which he outlined concepts and techniques which he felt could be applied to decision problems in school districts and described the applications his team actually achieved in field situations. In addition, each participant presented ideas on the kind of

organizational and staffing changes generally needed in school districts to achieve better management planning and more effective utilization of operations research and systems analysis.

Reality Oriented Learning Experiences

Learning experiences for researchers and administrators at University X are generated in part by the kinds of "reality-oriented" situations which are introduced to facilitate instruction. Another way to look at differentiation is to examine the kinds of simulated situations experienced in the two programs.

The prospective school superintendents derive a number of their learning experiences from within the context of a simulated school district and the problems which confront them when they are assigned the top leadership post in this district. All of the problems are designed to provide opportunities for prospective superintendents to apply and test various kinds of knowledge as they practice decision making in the simulated school district. After practice sessions by prospective superintendents in simulated situations are held, instruction by a team of professors takes place. The team includes professors specializing in the synthesis of knowledge as well as those who are more clinically oriented. The purpose is to help students analyze and diagnose the decisions they have made, to explore the kinds of knowledge they used in making the decisions, and to demonstrate kinds of knowledge relevant to the decision which were not used in the decision processes.

Students preparing for research careers are exposed to different "reality-oriented" situations to generate learning experiences. The problems which they confront are

generated from within the context of a simulated Research and Development Center in a university. In-baskets, tape recordings, and film clips are used to capture problems in this environment in a manner similar to the way these media are used to capture and present administrative problems within the simulated school district. In addition, other media are used to depict problems for the simulated role of a beginning assistant professor. Group situations, for example, are structured in which actual examples of reported research on aspects of political science are provided "assistant professors," and they are asked to evaluate the research as described in the report and to project hypotheses or questions which would point the way to new research. A second type of "reality-oriented" stimulus is provided through the use of research proposals designed to provide trainees opportunities to identify limitations and strengths in the proposals, and to become aware of salient points in proposal development.

In order to obtain a more specific base for examining the clinical aspects of the research process, personnel in University X are developing cases describing the experiences professors have had in identifying a research problem, in achieving needed new conceptual insights related to it, in developing research designs, and in implementing the designs. These cases are developed to complement the cases which have been developed to prepare superintendents and which describe decision making experiences in schools and school districts.

It was noted above that prospective research professors and administrators have a shared practicum in which simulated problems and situations are highlighted, and opportunities for making decisions about administrative and leadership problems are

provided. This practicum is oriented toward those aspects of the simulated school district which deal with school-community relations and the political aspects of the superintendency. A major purpose of the joint practicum is to provide prospective researchers and superintendents opportunities to experience vicariously the differing types of problem solving and decision making in which each will engage in their projected careers. The first step in the practicum is to have prospective professors and superintendents become familiar with information describing the simulated district and the community in which it is located. A careful analysis is then made of the political environment of the district. Then both the prospective researchers and administrators become superintendents of the simulated school district. They are, in other words, asked to make administrative decisions using knowledge available within the simulated situation as well as knowledge which they possess of a more general or theoretical type. After a range of decisions are made from within an administrative perspective, the same problems are addressed from the perspective of the researcher. Trainees are asked to become an assistant professor in University X and to generate research questions or hypotheses which might lead to fruitful investigations of problems which are found within the political environment of the simulated district and which are judged to be generally relevant to other school districts. The vicarious experiences provided the two groups through assuming research and administrative roles are designed to provide each of them specific opportunities to understand each other's future role and to be more tolerant and supportive of each other when they enter their respective career positions.

Relationships to Professors

At this point it will be clear that prospective research professors have somewhat differing relationships with professors in University X, when these relationships are viewed as a totality, than do prospective superintendents. The former relate most closely to professors who are specializing in advancing knowledge of the politics of education in the department of educational administration. They also relate, particularly during their first year, to professors in the department specializing in the synthesis of knowledge and in their second year to professors in the political science department. They periodically have opportunities to hear from school superintendents, chief state school officers, and other leaders about the political processes and decisions which demand the attention of these leaders. This enables prospective researchers to explore the research implications stemming from descriptions of actual political experience. This exploration sometimes takes them back into the environment of leadership for more detailed probings.

Students preparing for the superintendency relate closely to the clinical professors in the department who have a major responsibility for bridging relationships between universities and school districts. They also relate closely to many of the professors engaged in the synthesis of knowledge, and they have working relationships with personnel outside the department of educational administration. Close working relationships are established with practicing school superintendents during their internships.

Environmental Aspects of Preparation

A more general observation can be made about the training experiences for researchers and administrators. If training is seen as an acculturation process, it

will be noted that the researchers are exposed much more to the culture which exists within the environment of the university and to knowledge advancement activities there than are superintendents. The formal course structure is supportive of this orientation as are the many informal communication activities between and among professors engaged in research and students engaged in preparing for research careers.

Students preparing for the superintendency, on the other hand, are acculturated more toward the environment of the school district than are researchers. The values they are likely to acquire are associated more with the values inherent in the issues and actions of educational administrators in school districts and in the use of knowledge to resolve issues and strengthen decisions and actions in districts. The university and its intellectual resources become, within the immediate context, more of a means for prospective superintendents, then, to achieve important ends in education more effectively. For researchers, on the other hand, the school district and its environment, from an immediate perspective, become more of a means for advancing knowledge. From a longer range perspective, both researchers and administrators see themselves as making important contributions both to research and to administration in education.

A Summary

In sum, then University X has differentiated its training program for administrators and researchers in a variety of ways. This differentiation is based upon the assumption that the skills and values as well as the settings in which skills and values are to be applied by the two groups of personnel are substantially different. Another

underlying assumption is that in an era when both specialized knowledge and specialized functions are growing in education, it is no longer possible for given individuals to acquire effectiveness in all aspects of knowledge utilization. Holding these assumptions, University X has designed programs for researchers and administrators which are logically related to the differing skills, values, and knowledges required by the two classes of personnel. The major differentiations achieved may be summarized as follows:

1. In recruiting candidates for programs,personnel at University X assume it is more important as a general rule for prospective superintendents to have had some experience in leadership posts than it is for future research professors to have had this experience.

2. University X maintains that persons admitted to programs for the superintendency do and should display more motivation for action oriented toward the improvement of education and educational institutions while research professors are more motivated to understand and advance knowledge about the issues, structures, and political processes which affect educational institutions.

3. Those preparing to be research professors need much more specialized knowledge and skills about a more limited aspect of the administrator's environment, it is maintained, than do prospective superintendents who need a breadth of knowledge about the various dimensions of the environment in which they will work; therefore, the curriculum for the research professor preparing to study the politics of education is designed largely to provide students opportunities to acquire skills and knowledge associated with political science and the politics of education, while the prospective

superintendent acquires concepts from a number of disciplines, and practices the use of the concepts in a variety of decision situations.

4. The central purpose of learning experiences provided prospective research professors is to provide the skills, values, and knowledge necessary to advance knowledge during their careers; the central purpose of learning experiences for prospective superintendents is to provide bodies of knowledge relevant to administrative decision making and opportunities to practice using these bodies of knowledge in simulated and real decision situations.

5. Cases and simulated situations, which are used to facilitate instruction for superintendents, come largely from the context of school districts and the practice of administration; for research professors, cases and simulations come largely from the university context and from research practice.

6. The internship for research professors and administrators is experienced in different settings in which different functions are being performed and different personnel are supervising the functions being performed.

7. The culminating experiences in the two programs differ in that prospective research professors concentrate on the development and completion of a dissertation while prospective superintendents engage in activities which depart substantially from the traditional doctoral dissertation and which are designed to enable them to develop knowledge utilization skills which they will employ in school districts.

8. The group of professors working principally with prospective research professors and the group of professors working principally with prospective superintendents have different knowledge utilization specializations.

9. Both the formal and the informal training processes designed to prepare prospective researchers unfold largely within the university context while many of those used in training superintendents unfold within school districts and in relation to problems in these districts.

It should be made clear, in conclusion, that only a portion of the training activities associated with educational administration at University X has been considered in this paper. I have not described programs for preparing assistant superintendents nor have I delineated training activities designed to prepare principals or other educational administrators outside school districts. Nothing has been said about the preparation of persons who will specialize in the synthesis of knowledge in universities, about persons preparing for careers in which they will specialize in development, nor about research professors specializing in disciplines other than in the politics of education. I should emphasize again that the department of educational administration in University X is an ideal one and, therefore, as a totality is not yet realized although most of its parts are emergent or are now in being in universities.

University X and its staff believe that differentiation will remove some of the ambivalence in the minds of their graduates as to whether they should enter posts in universities or in school districts as well as diminish the conflict now being experienced generally by professors who are trying to perform a number of specialized roles. Further, and more important, it is believed that differentiated preparation will lead to new competencies and greater effectiveness among research professors and administrators. They recognize that differentiated preparation will bring new challenges including the

problems of communication that result from the heterogenity in the backgrounds of personnel pursuing increasingly specialized functions. Counter-balancing the concern for these problems, however, is the strong belief that the first consideration in achieving effective and fruitful communication among specialists in any professional field is competence and that differentiated preparation is an important step in achieving increased competence.